INSTRUCTIONAL STRATEGIES

The following strategies can be found in the textbook, "The strategic teacher: Selecting the right research based strategy for every lesson" by Harvey Silver, Richard Strong, and Matthew J. Perini.

STRATEGY	DESCRIPTION	EXAMPLE	DELIVERY OPTIONS
New American Lecture	The instructor provides the students with five kinds of support. 1. Connect the learner with past knowledge to build new connections. 2. Organize and teach students how to collect information by providing a visual organizer. 3. Increase involvement and make content memorable using memory devices 4. Help students process and integrate information by conducting periodic thinking reviews 5. Help students apply and evaluate learning by providing synthesis and reflection activities.	p. 22 Lesson on sectionalism 1.Hook students with provocative question or activity. 2. Distribute or work with students to create a visual organizer. 3.Present information using auditory, visual, kinesthetic, or emotive cues to make the information vivid. 4. Stop presenting every five minutes or so, allow the students time to process and ask questions. 5. Allow students to evaluate and reflect on the content and process of the lesson. 6. Assess learning using a synthesis task or evaluation technique.	This strategy is perfect for a captivate training module. The entire module could be constructed to support the New American Lecture

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Graduated Difficulty	Focuses on self-directed learning, using the following steps. 1. Determine the skill to be practiced or content to be reviewed. 2. Develop a set of tasks around the content at 3 or more levels of difficulty. 3. Make sure your students understand how they will engage with the levels. 4. Students should determine what skills are necessary to be successful at each level. 5. Remind students that they are free to work at any level. 6. Allow students to check their work at any time. 7. Give students time to reflect on what they have learned. 8. Work with students to set personal goals.	.pg. 54 Bedtime Menu. Level one: Understanding day/night, light/dark, etc. Level two:Bedtime sequence, why you need sleep, etc. Level three: How much sleep did you get, why do animals sleep, etc.	This strategy would be ideal to be used in canvas mastery paths. A student could 'test' into the path that was right for them. Additionally in captivate having a menu of graduated levels that users could choose from would be a great use of this strategy.

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Direct Instruction	Four step process for maximizing skill acquisition: 1. Modeling: The skill is modeled by the instructor who thinks aloud while performing the skill. 2. Directed practice: The teachers uses questions to lead students through the steps. 3. Guided practice: Students generate their own leading questions while working through the steps. The teacher observes, coaches, and provides feedback. 4. Independent practice: Students work through more examples on their own.	p. 35-36 Balancing a chemical equation. Instructor writes down the steps in balancing chemical equations. Then the instructor walks the students through the process and verbalizes choices. Next the instructor puts up a new equation and asks students questions to get them to determine the steps. Finally students begin creating their own equations. At the end of the lesson students are ready for their homework equations.	This strategy lends itself nicely to video training. Additionally, a captivate training module could be used with a video in the beginning and then more interactive steps added as students progress.

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Compare and Contrast	This strategy takes advantage of our natural capacity to make comparisons. The instructor leads the students through the process by: 1. Describing each item separately 2. Identifying similarities and differences using a comparison organizer. 3. Forming and discussing conclusions 4. Synthesizing learning by completing a task.	p. 72. Lesson on the Tortoise and the Hare. The teacher begins by teaching what an underdog is. Then the students create a list of characteristics and underdogs. Then the students hear the story. Afterwards the students compare and contrast the two main characters. What do they have in common, what is different. Students then identify which character is the underdog based on the characteristic lists.	This learning strategy would be a great drag and drop activity.

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Reading for Meaning	In a reading for meaning lesson, students are provided with simple statements that help them preview and predict before reading, actively search for relevant evidence during reading, and reflect on and synthesize what they have learned after reading.	p. 84 Civil War text reading. Students begin by using existing knowledge to make 5 predictive statements about what the text might be about. Then they begin reading. As they are reading they collect evidence that either supports or refutes their predictions. When reading is done the class meets as a whole to go over their evidence. There is a follow up homework assignment to rewrite the Gettysburg Address for a child to understand.	This strategy would make a great discussion board in a canvas training.

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Mystery	Mystery lessons begin with the teacher asking a provocative question or riddle. The teacher then provides the students with a set of clues or texts that will help them solve the mystery. In working to formulate the solution, students naturally build their skills in collecting evidence, organizing, and interpreting information, and developing logical hypotheses and explanations. This strategy will also around curiosity and build motivation.	p. 108 The time was right for Christopher Columbus's journey. Students will examine how Christopher could have known it was the right time. Students begin by making hypothesis as to why it might have time.The teacher starts by distributing a series (24) of clues- facts, quotes, and simple statements. Students are then tasked with group clues into categories like religion, or trade. Students then begin testing their hypotheses up against the clues and clue categories. Finally students complete a worksheet that asks them to answer categorical questions regarding Christopher Columbus.	Creating a captivate training that provides clues after each video is watched or activity completed and would ultimately allow the learner to solve the mystery as their exit assessment would be such a fun way to use this learning strategy.

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Inductive Learning	Inductive learning helps students explore topics and concepts by grouping specific terms, vocabulary words, or visual data and then classifying them according to common attributes.In creating general and more inclusive categories, students establish their own criteria for classification.	p.119 Geometry. The teacher shows pictures of several shapes, circles, triangles, squares and asks students to brainstorm all the ways in which the shapes are similar. They will then create classifications for their observations.	This learning strategy would lend itself nicely to canvas discussion board. Students could be put into groups and then as a group come up with similarities as their initial post. They can then meet as a group over zoom to pair down their list and then create classifications.

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Metaphorical Expression	Metaphorical expression seizes on the human ability to find and make meaning through creative comparisons. By engaging students in metaphorical thinking, teachers give students the opportunity to develop their own perspective on content, paving the way for enlightening insights, powerful explanations, and the very highest levels of comprehension.	p. 134 Metaphorical Expression and Math. Clarify that metaphors make connections between two things that aren't really alike. Draws a connection between the algebraic problem-solving procedure and digestion. The connection is that they both use a process or prescribed sequence. Then dive deeper into the connecting the parts of the sequence to each other.	This is a great strategy to use when introducing complex processes in a training. Comparing something complex to something simple or mundane can ease the learner into the new concept.

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Mind's Eye	Mind's eye is a strategy that builds students' capacity to create mental images from texts by 1. Drawing their attention key image-laden words in a text. 2. Encouraging them to make predictions about a text based on the images they create. 3. Allowing students to process their images and share their predictions with other students through a product of their choice. 4. Engaging them in active reading by having them test their predictions against the actual text.	p. 154 A Tale of Two Cities. Begin by creating a list of imagery filled words from the text. Then read one of the words to the students. After reading the first word, ask the students to create a picture of the word in their minds.Continue reading the list and asking students to change their mental picture as each new word is introduced. After the list is done, the teacher invites the class to create a snapshot or movie that illustrates what they think was going on. This can be done in four ways. 1. Draw a picture of the image. 2. Develop a question they hope the chapter will answer. 3. Generate a prediction about the chapter. 4. Describe personal feelings that were evoked.	This learning strategy would also be conveyed well through a video. I would especially love to create a video with the hand and pencil drawing as it is narrated.

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Jigsaw	Jigsaw is a highly cooperative learning strategy that teaches research, communication, planning and general cooperative skills. Students join a jigsaw team comprised of 3-5 students each of whom takes responsibility for becoming an expert in on aspect or subtopic of the content. They then join an expert group to conduct research on their assigned subtopic. Students work with their expert group to plan how to share or teach what they have learned to their jigsaw group. Collaboratively the jigsaw group puts together the big picture of the topic.	p.184 Reptiles. 1. Divide the class into groups and provide them with a graphic organizer about reptiles. 2. The students get to decide which students will develop expertise on which subtopic. 3. The subtopic experts meet to discuss and research all of the relevant information on their subtopic. They also decide how to teach it to their jigsaw group. There are two different organizers used for this lesson. A. for the jigsaw group and B. for the expert group. 4. Jigsaw groups come back together and decide how to present their overall understanding of reptiles.	I would want to use this learning strategy primarily in live trainings. This can be a great way to mix the learners up and get them talking to as many people as possible.